

ATTACHMENT A

Sign-In Sheet

Nevada Commission on Autism Spectrum Disorders Meeting

October 6, 2010

9:30 AM

Location: Legislative Building, Room 2135, 401 South Carson Street, Carson City, Nevada

Signature:	Printed Name:	Agency:	E-mail address to receive upcoming agenda & minutes
1. Penell Michael	Peni M. Michael	Mom	signs
2. Renee J. Farnell			
3. Michelle Scott	Michelle Scott-Lewis	PROTECTED CHILDREN	medanersg@aol.com
4. Glenna Harrison	Glenna Harrison	P.P.O.D.	lucian-divide@hotmail
5. Jody Alexander	Jody Alexander	P.P.O.D.	
6. April Carroll	April Carroll	WCSD	
7. Alex Tanchet	Alex Tanchet	Neenq Laxat (CINNA)	jatanchet@hotmail.com
8. Willie	Willie	WR	lathw@unc.edu
9. Paul Hansen	PAUL HANSEN	ADSD	
10. Sharon Dodd			
11. Sharon Dodd	Sharon Dodd	parent	Sharonhd@aol.com
12.			
13.			
14.			
15.			
16.			

Sign-In Sheet

Nevada Commission on Autism Spectrum Disorders Meeting

October 6, 2010

9:30 AM



Location: Grant Sawyer State Office Building, Room 4412E, 555 East Washington Ave, Las Vegas, Nevada

Signature:	Printed Name:	Agency:	E-mail address to receive upcoming agenda & minutes
1. <i>Tam M. Crandall</i>	TAM M. CRANDALL	COMMISSION	CONSERVJAN@COX.NET
2. <i>Mark L. Olson</i>	MARK L. OLSON	SUBCOMMITTEE	MARK.OLSON@THELOVASSCENTER.ORG <i>markolson@the Lovass Center.org</i>
3. <i>Erin Lovass</i>	ERIN LOVASS	The Lovass Center	<i>elovass@the Lovass Center.org</i>
4. <i>Leise Kruck</i>	Leise Kruck	"	<i>lkruck@the Lovass Center.org</i>
5. <i>Jennifer N. Ilsen</i>	Jennifer N. Ilsen	ESSN	<i>jnilsne@easternadssn.org</i>
6. <i>Judith Pinkerton</i>	Judith Pinkerton	CCTA	<i>jpinkerton@ccta.us</i>
7. <i>Julia Distelhorst</i>	Julia Distelhorst	CCTA	<i>juliad@ccta.us</i>
8. <i>Lynda Taha</i>	Lynda Taha	GAP	<i>lynda.taha@unlv.edu</i>
9. <i>Peggy Whitby</i>	Peggy Whitby	UNLV	<i>peggy.whitby@unlv.edu</i>
10. <i>Jessica Campbell</i>	Jessica Campbell	FALS	
11. <i>Jaime John</i>	Jaime John	BVR-DETRE	<i>JaJohn@unlv.edu</i>
12. <i>Elissa Mandel</i>	Elissa Mandel	Henderson Speech	<i>emandel@hendersonspeech.com</i>
13. <i>Ellen R. Adams</i>	Ellen R. Adams	NETS	<i>eadams@health.nv</i>
14.			
15.			
16.			

ATTACHMENT B

Nevada Commission on Autism Spectrum Disorders
Workforce-University Programs-Professional Training Subcommittee Meeting

Submitted by Lisa Wilson
10-1-10

10/4/10 Agenda

- *4) Discussion of Models Used at Universities in Other States
- Lisa Wilson

See 9/8/10 Meeting Minutes – Draft

Item 5) Reevaluate the Top Three Recommendations to be implemented in the Next 3-5 Years – Jessica Campbell

[“Ms. Campbell reviewed..... Ms. Whitby suggested that it might also be of benefit to review the training models at UNR and UNLV. There was also discussion about studying clinical models in other states as well, including Oregon, Wisconsin and Missouri. Ms. Wilson will gather information on this for the next meeting.”]

Oregon

Portland State University

Special Education Department – Undergraduate / Graduate School of Education

Autism Certificate of Completion

Five 3 credit courses - (See Lisa Wilson for specific coursework – which does include ABA)

Four - 1 credit field- based practicums

Total: 19 credits = Certificate of completion in Education for Children with Autism

The Departments of Special Education and Continuing Education in the Graduate School of Education at Portland State University in collaboration with PSU's Autism Training and Research Center have designed this certificate program using research-based behavioral theory that includes a curriculum and techniques for teaching children with autism spectrum disorders as mandated by the No Child Left Behind Act.

The program is designed to teach students how to use a comprehensive set of evidence-based instructional strategies and a curriculum that is demonstrated to improve the learning outcomes of children with a range of disorders on the autistic spectrum. Students learn to analyze research to identify current trends and effective practices.

<http://www.pdx.edu/education/autism-certificate-completion> 9/8/10

Portland State University

Asperger Syndrome and High Functioning Autism

PSU also offers an online 12 unit certificate program focusing on students with Asperger Syndrome and High Functioning Autism. Areas of emphasis are the student's social, cognitive, behavioral and academic skills across a variety of contexts.

<http://www.ceed.pdx.edu/aspergers/> 9/8/10

- Students in the Elementary and Secondary Special Educator programs can choose from two special focus areas of study: Positive Behavior Supports Focus Area and the Collaborative Professional Education Project or the Autism Program Focus Area.

<http://www.pdx.edu/education/positive-behavior-interventions-and-support-pbis>

Oregon RPATS

Regional Program Autism Training Sites

The Office of Research and Sponsored Projects at Portland State University in collaboration with the Oregon Department of Education is continuing the development of a statewide network of Regional Autism Trainings Sites (RPATS). Portland State University has contracted with STAR Autism Support to coordinate this project

<http://www.rpats.ed.pdx.edu/> 9/8/10

University of Oregon

College of Education

Project PASS (Preparing Autism Specialists for Schools)

Project PASS (Preparing Autism Specialists for Schools) is a multidisciplinary, preservice program designed to meet three critical educational needs in Oregon:

- PASS seeks to alleviate the serious shortage of special educators, early interventionists, school psychologists, and speech-language pathologists who are trained to serve children and youth with ASD.
- PASS will improve the quality of services provided to students with ASD.

- PASS professionals increase the likelihood that students with ASD can be served effectively within inclusive settings by providing highly qualified autism specialists trained in coursework that emphasizes research-based curricula and pedagogy, integrated training and practicum experiences in diverse settings, and instruction in the skills needed to work effectively with culturally and linguistically diverse students.

PASS professionals are prepared to work collaboratively with all personnel who share responsibility for providing effective services to children and youth with ASD.

Course of Study

Project PASS focuses on research-based strategies for working with children with ASD including

- behavior management and applied behavior analysis techniques
- communication techniques effective for verbal and for non-verbal students with ASD
- techniques for effectively involving and collaborating with parents of children with ASD
- curriculum methods for low-functioning children with ASD and curriculum methods for high functioning children with ASD
- techniques for teaching social skills to children with ASD
- strategies for collaborating with agency and school personnel.

Prerequisites

Applicants must meet the following criteria:

- Hold an undergraduate or graduate degree from an accredited college or university
- Hold a **minimum 3.0 GPA** in the last 60 credits of graduate or undergraduate courses
- Demonstrate, through letters of reference, personal statement, and interview, **aptitude** for and interest in working with children with autism
- Receive approval for Project PASS practica placement through satisfactory completion of the UO **Character Questions** and state and federal clearance of **fingerprints**.
- Have earned a master's degree or apply to the UO Special Education master's program concurrent with application to Project PASS.

Course Emphasis

Project PASS is a one year course of study and practical experience consisting of 45 credits, with a two-year program option. Please see the Project PASS Schedule of Classes. The program may be completed as a stand-alone course of study, or integrated into the special education master's degree program

Field Experience

Curriculum content will be reinforced through

practica in schools and other diverse settings in which children with ASD are served.

Notes on Licensure and Certification

Special education teachers, speech pathologists, school psychologists, and early interventionists are particularly encouraged to apply, but professional licensure is not a prerequisite for admission.

If you are not currently licensed, in most cases you will need to obtain licensure in order to teach in a public school. UO College of Education programs in Special Education, School Psychology, Early Intervention, and Communication Disorders and Sciences prepare students to apply for licensure in the state of Oregon. See [Licensure](#) at the UO College of Education website.

http://education.uoregon.edu/degree.htm?id=70&field_name=PASS 10/1/10

University of Wisconsin-Eau Claire

Department of Special Education – School of Education

Programming for Special Education has emphasis in the following areas (does not appear to offer certification for working with Students on the Autism Spectrum through the School of Education)

Program Plan Sheets

- **Early Childhood: Special Education**
- **Early Childhood: Special Education- Alternative Plan** (for applicants without teaching certification)
- **Emotional/Behavioral Disabilities**
- **Cognitive Disabilities**
- **Learning Disabilities**

<http://www.uwec.edu/Sped/index.htm>

Psychology Department

Campus Autism Program (CAP)

The UW-Eau Claire
Campus Autism Program

Your child, our mission

The Campus Autism Program at UW-Eau Claire brings psychology students, children with autism or related pervasive developmental disorders and their families together and offers intensive behavioral intervention. Dr. Kevin Klatt, a board-certified behavior analyst, and student therapists are dedicated to understanding

the individual differences and needs of each child they meet. The therapists emphasize teaching communication skills, using only scientifically validated intervention techniques and educating caregivers

For more information about the grant or the Campus Autism Program, contact Klatt at 715-836-3995 or klattkp@uwec.edu.

<http://www.uwec.edu/psyc/CAP%20broch.indd.pdf> (10/1/10)

Undergraduate Emphasis in Behavior Analysis

UW-Eau Claire's psychology department established an undergraduate behavior analysis emphasis in 2000, making it the only undergraduate program of its kind in the UW System.

As part of their program, behavior analysis students must complete a 500-hour supervised internship. Expanding CAP will allow more students to complete their internships on campus, Klatt said, noting that each semester 15-20 students are involved in the program.

Students who complete the program — and the required internship — can take the national certification exam to acquire the Board Certified Assistant Behavior Analyst credential. Many of the program's graduates also go on to graduate school, which allows them to then seek the highest level of certification, Board Certified Behavior Analyst, Klatt said.

<http://www.uwec.edu/newsreleases/09/sept/0923AutismProgramGrant.htm>
(10/1/10)

University of Missouri

Thomson Center for Autism and Neurodevelopmental Disorders

Department of Special Education:

Autism: Online Master's Degree

Master of education with an emphasis in learning and instruction and a focus in Autism (M Ed)

Course work covers the understanding of autism, methods of teaching individuals with autism, high-functioning autism and Asperger syndrome, social competency and applied behavior analysis, plus learning theory, instructional leadership, instructional technology and research.

Just as autism appears in many forms and degrees that vary by individual, a widening range of jobs is available to professionals who are trained in the different aspects of coping with the disorder. This degree program will prepare you for work in education or in other related professions such as therapy, social work, health care, mental health and rehabilitation

This completely online program in autism is a 33-hour degree program, including 21 hours of course work specific to children and youth with autism. For course information and planner, see web address below

<http://mudirect.missouri.edu/degprog/autism/index.shtm> (10-1-10)

http://mudirect.missouri.edu/degprog/autism/_courses.shtm (10-1-10)

Interdisciplinary Certificate in Autism and Neurodevelopment Disorders

Graduate Interdisciplinary certificate (12 credit program) in Autism spectrum and Neurodevelopmental Disorders is available for students from various disciplines to gain expertise in working with individuals with autism.

The Certificate would be useful for persons from a variety of disciplines, such as:

- Communication Science and Disorders
- Human Development and Family Studies
- Nursing
- Occupational Therapy
- Physical Medicine & Rehab/TIPS interdisciplinary training program
- Physical Therapy
- Psychology
- School Psychology
- Social Work
- Special Education/Early Childhood Special Education

<http://thompsoncenter.missouri.edu/training/interdisciplinary%20cert.php> (10-1-10)

